

# FACING CRISIS

## A Web Quest for FACS I

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## Introduction

Have you ever thought that you could really make a difference in the life of someone else? Or even save the life of someone you don't even know? In this WebQuest activity, you'll have the opportunity to do just that!

You will work as both a team member and as an individual researcher. After you chose your personal crisis situation, you'll plan and design informational material that will help people in your community deal with crisis.

So put on your thinking cap, roll up your sleeves and get ready to change the world!

# The Task

Minnehaha County has a problem...social service and non-profit agencies from all areas of the county have been reporting a sharp decline in the number of patients seeking help for crisis. And national statistics show that the number of Americans needing services is actually on the rise. A task force has concluded that the people of Minnehaha county are facing crisis at an all-time high, but they are either afraid to ask for help, or they don't know that help is available. And that's where you come in!

You and your classmates have been asked to create an informational series designed to educate the public about crisis and the resources available to deal with them. Each of you will choose a specific crisis area and design a poster or folded brochure to be used by Minnehaha County residents.

As a group, you will also compile a book of poems and stories detailing each crisis and create a bulletin board or series of hall posters providing facts and resource information.

# The Process

## Activity One

1. First you'll each choose one crisis from the choices listed below:

- |                               |          |
|-------------------------------|----------|
| • Child Abuse<br>Abuse/Incest | Sexual   |
| • Spousal Abuse<br>Problems   | Health   |
| • Alcoholism<br>Addiction     | Gambling |

- Suicide and Prevention                      Mental  
Illness
- Drug Abuse                                      Farm  
Accidents

2. Once you've picked a crisis, you're ready to get started on your individual project. You are to design either a folded brochure or a large poster that will be used all over Minnehaha County to inform residents about your particular crisis. Your brochure or poster must include the following:

- A title page or headline with eye-catching graphic(s)
- Information (in addition to that listed in step 3) on local resources with contact information. Possible sources include the Sioux Falls phone book, the Helpline or Volunteer and Information Center or the [State of South Dakota Website](#).
- A list of all of the sources used.

3. Next, use the Internet resources below to find the following information about your crisis:

- A definition of your crisis
- Warning signs or an assessment
- Consequences (to yourself and others) or effects of the crisis
- Coping strategies
- Internet resources the reader could access for further information

## **Activity Two**

1. As a group, you are to compile a book of poems or stories relating to all of the crisis chosen. Each member should provide at least two selections. These may be created by you or taken from the Internet. But remember...you must list your sources.

2. Compile all of your works, make a cover and bind them. They will also serve as a resource for people in crisis.

### **Activity Three**

1. As a group, you will put together a series of hall posters or a bulletin board listing startling facts about each of the crisis areas.

2. Your poster or bulletin board should contain the following:

- 2-3 facts about each crisis (one per poster)
- Large, eye-catching typefaces
- Creative use of graphics or fonts to catch attention
- A listing at the bottom like this: **If you or someone you know is suffering from \_\_\_\_\_(crisis)\_\_\_\_\_ you can get help in \_\_\_\_\_(city)\_\_\_\_\_ by calling \_\_\_\_\_(phone)\_\_\_\_\_.**

### **Activity Four**

1. You will also be keeping an online/personal journal reflecting on what you have learned about your crisis and yourself. You may either provide:

- an ongoing journal reflection where you check in at four points throughout your project and report on your progress and your reactions to what you've found
- or you may provide a reflective journal, written at the end of your project, telling where you've come from, what you learned and how this new knowledge has affected you

Your online journal can be e-mailed to me at [suzy.ries@k12.sd.us](mailto:suzy.ries@k12.sd.us)  
*Please be assured that your journal entries will only be read by me, will be strictly confidential and will be deleted/returned to you once I have received and read them.*

# Sources

1. Visit these Web sites to get you started on your Web Quest adventure.

## **Domestic Abuse**

[The Health Gazette.](#)

A medical doctor provides the basics on domestic abuse

[Angel Fire](#)

One woman's tale plus practical information and advice about all aspects of starting a new life

## **Child Abuse**

[The American Medical Association](#) Basic Information on child abuse

<http://www.aap.org/advocacy/childhealthmonth/abuse2.htm>[American Academy of Pediatrics.](#) Signs of Child Abuse: Physical and Emotional

## **Drugs and Alcohol**

[Freevibe](#)

Facts about alcohol and drugs written to a teen audience

[Alcohol and Families: A Guide For Kids](#)

The lowdown on alcoholism

[Way2hope.](#) Information for people suffering from alcoholism. Help includes support from people who have been there, advice, articles, research, and helpful links.

## **Drug Abuse**

[Join Together Online.](#) Substance Abuse. A national resource center for communities working to reduce substance abuse

## Suicide and Prevention

### [Yellow Ribbon Suicide Prevention Program](#)

provides stories, links, coping and warning signs of suicide. Written for teens

[The Arcadia Hospital](#) Facts about teen suicide, warning signs and getting help.

[The American Academy of Pediatrics.](#) Preventing Teen Suicide: Some Things You Should Know.

## Evaluation:

Your portfolio will be worth 200 points and be graded on the following criteria

Criteria	Beginning 1	Developin g 2	Accomplish ed 3	Exemplar y 4	Score
<b>Individual Project: Brochure or Poster</b>	*	*	*	*	<b>100 POINTS</b>
Title page used, layout is eye catching, colorful and creative	No title page No color, creativity not evident	Title page used, one of three additional criteria	Title page used, use of two additional criteria	Title page used. Use of all three additional criteria	X 3
Definition of crisis	No definition	Definition vague and inaccurate	Definition accurate yet vague	Definition of crisis clear and accurate	X 4
Warning signs	No warning signs	1-2 warning signs listed	3-4 warning signs listed	5+ warning signs listed	X 4
Consequences or effects of crisis	No consequences or effects	Consequences related to self or others listed.	2-3 Consequences related to self and others listed	4+ consequences related to self and others	X 4
Coping	No coping	1 coping	2-3 coping	4+ coping	X 4

Strategies	strategies	strategy listed	strategies listed	strategies listed	
Sources	0-1 local or internet sources cited	2-3 local or internet sources cited	2-3 local and internet sources cited	4+ local and internet sources cited	X 4
Grammar/spelling	6+ spelling or grammar errors	4-5 grammar or spelling errors	2-3 grammar or spelling errors	0-1 grammar or spelling errors	X 2
<b>Reflective Journal</b>	*	*	*	*	<b>20 POINTS</b>
1. Ongoing Journal Or	1 check in recorded	2 check in's recorded	3 check in's recorded	4+ check in's recorded	*
2. Reflective Journal	1/2 - 1 paragraph in length	2-3 paragraphs in length	4-5 paragraphs in length	6+ paragraphs in length	*
Quality or journal	Journal entries show no learning or depth of understanding	Journal entries show minor learning or depth of understanding	Journal entries show no average learning or depth of understanding	Journal entries show superior learning and depth of understanding	X 4
<b>Cooperative Learning Book</b>	*	*	*	*	<b>20 POINTS</b>
Number of selections	3 or fewer stories or poems included	4-5 poems or stories included	6-7 poems or stories included	8+ poems or stories included	*
Quality/makeup	Selection shows poor representation of 2 crisis. Not bound/covered	Selection shows average representation of 3 crisis. Poor binding/cover	Selection shows acceptable representation of 4 crisis. Binding/cover adequate	Selection shows superior representation of 4 crisis. Bound and creatively covered	X 2
Grammar/spelling	6+ spelling	4-5	2-3 grammar	0-1	*

ng	or grammar errors	grammar or spelling errors	or spelling errors	grammar or spelling errors	
Sources	0-1 sources cited	2-3 sources cited	4-5 sources cited	6 + sources cited	*
<b>Cooperative Learning Posters/Bulletin Board</b>	*	*	*	*	<b>60 POINTS</b>
Number of facts	Utilizes 0 facts per crisis	Utilizes 1 fact per crisis	Utilizes 2 facts per crisis	Utilizes 3+ facts per crisis	X 5
Appearance	Visuals are not eye-catching, poor use of typeface, color and layout	Visuals are not eye-catching and/or poor use of typeface, color and layout	Visuals are eye-catching, adequate use of typeface, color and layout	Visuals are eye-catching, superior use of typeface, color and layout	X 5
Resources	No resources cited	Some crisis include local resources	Majority of crisis include local resources	All crisis include local resources	X 5
<b>TOTAL SCORE</b>	*	*	*	*	<b>200 POINTS</b>



# Conclusion:

After researching information and learning facts about several different crisis, you are now able to understand the struggles and barriers that the victims and the families of those in crisis face. You are also the holder of very powerful information – information about resources, valid facts about abusers and abuses, and are somewhat of an "expert" in your field of research. Hopefully this project will motivate you to do more with the information you have...remember, you never know when you're going to touch (or save) the life of another fellow human.

Graphic from [SDState Website](#)

Web graphics complements of: [ogeeffire](#)